T·I·E·R

Tiered Interventions Using Evidence-Based Research

Handouts

Leadership

Creating an Assessment Plan

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Examples of Free Screening and Progress-Monitoring Measures

Screening

Reading

- Acadience Reading (also known as Dynamic Indicators of Basic Early Literacy Skills [DIBELS] Next, K–6)
- DIBELS (K–6)
- easyCBM in Reading Lite (K–6)
- Texas Middle School Fluency Assessment (TMSFA, 6–8)
- Texas Primary Reading Inventory (TPRI, K–3)

Spanish-Language Reading

- Indicadores Dinámicos del Éxito en la Lectura (IDEL, K–3)
- Tejas LEE (K–3)

Mathematics

- Texas Early Mathematics Inventory (TEMI, K–2)
- easyCBM in Math Lite (K–6)
- Elementary School Students in Texas: Algebra Ready (ESTAR, 3–4)
- Middle School Students in Texas: Algebra Ready (MSTAR, 5–8)

Writing

Curriculum-based measurement (CBM): Written expression (1–12, writing probe generator at **www.interventioncentral.org**)

Behavior

- Student Risk Screening Scale (SRSS, K–12)
- Strengths and Difficulties Questionnaire (SDQ, K–12)

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Progress Monitoring

Reading

- Acadience Reading (K–6)
- CBM: Letter-name fluency and letter-sound fluency (K–1, letter name fluency generator at **www.interventioncentral.org**)
- CBM: Maze passages (3–12, maze passage generator at **www.interventioncentral.org**)
- CBM: Oral reading fluency (1–12, reading passage generator at **www.interventioncentral.org**)
- DIBELS (K–6)
- easyCBM in Reading Lite (K–6)
- TMSFA (6–8)

Spanish-Language Reading

- IDEL (K–3)

Mathematics

- easyCBM in Math Lite (K–6)
- TEMI (K–2)

Writing

CBM: Written expression (1–12, writing probe generator at **www.interventioncentral.org**)

Behavior

- Direct Behavior Rating (DBR, K–8)
- Momentary Time Sampling (MTS, K–5)

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Example Screening Assessment Plan for Reading and Mathematics, PK–12

<table>
<tr><th>Grade</th><th>Reading</th><th>Mathematics</th></tr>
<tr><td>PK</td><td colspan="2">CIRCLE (Children's Learning Institute)
https://cliengage.org/public/tools/assessment</td></tr>
<tr><td>K</td><td rowspan="2">Texas Primary Reading Inventory
(TPRI; Children's Learning Institute)
www.tpri.org/index.html
Spanish assessment: Tejas LEE
(University of Houston)
www.tejaslee.org</td><td rowspan="2">Texas Early Mathematics Inventory
(TEMI; The Meadows Center)
http://3tiermathmodel.org/assessment
USERNAME: Texas Teacher
PASSWORD: mathematics</td></tr>
<tr><td>1</td></tr>
<tr><td>2</td><td rowspan="3">Dynamic Indicators of Basic Early Literacy Skills
(DIBELS Next; University of Oregon)
https://acadiencelearning.org
Spanish version:
Indicadores Dinámicos del Éxito en la Lectura (IDEL;
University of Oregon)
https://dibels.uoregon.edu/assessment/idel</td><td rowspan="2">Elementary School Students in Texas:
Algebra Ready (ESTAR; The Meadows Center)
https://estarmstar.org</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td><td rowspan="3">Middle School Students in Texas:
Algebra Ready (MSTAR; The Meadows Center)
https://estarmstar.org</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
<tr><td>7</td><td rowspan="2">Texas Middle School Fluency Assessment (TMFSA;
The Meadows Center)
http://buildingrti.utexas.org/resource-pages/texas-middle-school-fluency-assessment-tmsfa
Maze measure:
Search this website for possibilities:
www.rti4success.org/resources/tools-charts/screening-tools-chart
Maze passage generator:
www.interventioncentral.org/teacher-resources/test-of-reading-comprehension</td></tr>
<tr><td>8</td></tr>
<tr><td>9</td><td>Beginning of year: Combination of grade 8 end-of-year TMSFA, maze, and State of Texas Assessments of Academic Readiness (STAAR)
Search this website for possibilities:
www.rti4success.org/resources/tools-charts/screening-tools-chart</td><td>Beginning of year: Grade 8 end-of-year MSTAR and STAAR
Search this website for possibilities:
www.rti4success.org/resources/tools-charts/screening-tools-chart</td></tr>
<tr><td>10</td><td colspan="2" rowspan="3">Search this website for possibilities:
www.rti4success.org/resources/tools-charts/screening-tools-chart</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
</table>

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Reliability Checking

Each campus should establish a system for ensuring that teachers administer assessments reliably. Such reliability checking can be done through various methods.

Method	Description	Other Information
Double-scoring	While the teacher administers an assessment to a student, a designated double-scorer scores with the teacher and compares that score to the teacher's score. This can be done with a subset of students (e.g., two to four students). If the double-scorer and teacher are within three points of each other, the teacher is considered reliable.	This is the recommended way to check reliability.
Using a second scorer	After a teacher scores a sample of students, a second scorer administers the assessment again to compare this performance to the students' initial scores.	Scores should be somewhat inflated on the second performance.
Trading students	Teachers trade students so they do not assess their own students. Each teacher chooses a random sample of students to whom another person administers the assessments.	Teachers miss out on learning some diagnostic information when giving one-on-one assessments.

Teachers who are found to be unreliable on an assessment should be retrained and their administration reliability should be rechecked.

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Example MTSS Assessment Calendar

	Week	Reading	Writing	Math	Behavior	Other
August	1					
	2	Screening		Screening		
September	1	Screening		Screening		
	2	Diagnosing		Diagnosing		
	3		Screening			
	4	PM 1	Screening	PM 1	Screening	
October	1		Diagnosing		Screening	
	2	PM 2		PM 2		
	3		PM 1		PM 1	
	4	PM 3		PM 3		
November	1		PM 2		PM 2	
	2	PM 4		PM 4		
	3		PM 3		PM 3	
December	1	PM 5		PM 5		
	2		PM 4		PM 4	
January	1	PM 6		PM 6		
	2		PM 5		PM 5	
	3	Screening		Screening		
	4	Screening	Screening	Screening	Screening	
February	1		Screening		Screening	
	2	PM 7		PM 7		
	3		PM 6		PM 6	
	4	PM 8		PM 8		
March	1		PM 7		PM 7	
	2	PM 9		PM 9		
	3		PM 8		PM 8	STAAR: Writing, Reading, Math, Science, Social Studies
April	1	PM 10		PM 10		
	2		PM 9		PM 9	
	3	PM 11		PM 11		
	4		PM 10		PM 10	End-of-Course: English, Algebra, Biology, U.S History
May	1	PM 12		PM 12		
	2		PM 11		PM 11	
	3	Screening		Screening		
	4	Screening	Screening	Screening	Screening	
June	1		Screening		Screening	

Note. PM = progress monitoring.

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How does this sample calendar compare to how you currently schedule assessments?

Why would it be helpful to create a calendar similar to this one at the start of the year?

What obstacles might prevent you from following the schedule in this calendar?

How could you overcome these obstacles to ensure implementation of this calendar or one similar to it?

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Examining Data at Multiple Levels: Reading Example

Data Level	Assessed Components (Circle All Assessed)		Possible to Examine Progress?	Questions I Can Answer (Check All That Can Be Answered)	
District	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?
Campus	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?
Grade Level	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?
Teacher	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?
Intervention Group	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?
Student	Phonological Awareness Phonics/Spelling Word Reading	Fluency Vocabulary Comprehension	Yes No	❑ How did the data look at one time point? ❑ Did we improve across time? ❑ Can we see strengths or weaknesses? ❑ Can the data inform intervention decisions?	❑ Can we use the data to set goals? ❑ Can the data inform instruction? ❑ Can the data inform PD? ❑ Other: _____?

Note. PD = professional development.

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District Data Analysis: Screening From BOY to MOY

Kindergarten

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Phonemic Awareness		
75th percentile and above	28% (295)	10% (102)
26-74th percentile	34% (353)	64% (649)
25th percentile and below	38% (404)	27% (271)
Total	1,052	1,022
Letter Naming		
75th percentile and above	12% (154)	13% (164)
26-74th percentile	48% (620)	46% (575)
25th percentile and below	40% (513)	42% (506)
Total	1,287	1,245
Decoding		
75th percentile and above	40% (434)	18% (189)
26-74th percentile	45% (484)	52% (543)
25th percentile and below	15% (166)	30% (311)
Total	1,084	1,043

Tier Transition

	Fall	Winter
Tier 1	54% (587)	52% (542)
Tier 2	19% (207)	25% (255)
Tier 3	27% (290)	23% (244)
Total	1,084	1,041

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	165	67	29
	Tier 2	46	80	58
	Tier 1	16	101	441
	1,084	227	248	528

67 + 29 + 58 = **154 students moving up**

46 + 16 + 101 = **163 students moving down**

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First Grade

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Phonemic Awareness		
75th percentile and above	33% (367)	
26-74th percentile	42% (476)	
25th percentile and below	25% (280)	
Total	1,123	
Decoding		
75th percentile and above	18% (183)	15% (164)
26-74th percentile	45% (458)	38% (406)
25th percentile and below	37% (377)	45% (486)
Total	1,018	1,071
Word Reading Fluency		
75th percentile and above	19% (213)	20% (225)
26-74th percentile	44% (494)	47% (527)
25th percentile and below	37% (421)	33% (372)
Total	1,128	1,124
Oral Reading Fluency		
75th percentile and above	12% (155)	16% (221)
26-74th percentile	34% (451)	40% (550)
25th percentile and below	55% (739)	43% (590)
Total	1,345	1,361

Tier Transition

	Fall	Winter
Tier 1	46% (585)	59% (727)
Tier 2	14% (175)	13% (156)
Tier 3	40% (522)	28% (347)
Total	1,282	1,230

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	296	96	67
	Tier 2	19	44	102
	Tier 1	3	11	534
		1,271	318	151	703

96 + 67 + 102 = **265 students moving up**
19 + 3 + 11 = **33 students moving down**

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Second Grade

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Oral Reading Fluency		
75th percentile and above	13% (183)	13% (175)
26-74th percentile	45% (624)	46% (647)
25th percentile and below	42% (576)	41% (572)
Total	1,383	1,394
Reading Comprehension		
75th percentile and above	17% (229)	21% (291)
26-74th percentile	42% (555)	41% (560)
25th percentile and below	41% (536)	38% (526)
Total	1,320	1,377
Vocabulary		
75th percentile and above	16% (214)	21% (293)
26-74th percentile	33% (433)	38% (516)
25th percentile and below	51% (673)	41% (568)
Total	1,320	1,377

Tier Transition

	Fall	Winter
Tier 1	44% (583)	49% (676)
Tier 2	17% (224)	15% (203)
Tier 3	39% (513)	36% (496)
Total	1,320	1,375

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	389	81	31
	Tier 2	57	82	81
	Tier 1	9	27	538
	1,320	455	190	650

81 + 31 + 81 = **193 students moving up**
57 + 9 + 27 = **93 students moving down**

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Third Grade

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Oral Reading Fluency		
75th percentile and above	16% (232)	15% (212)
26-74th percentile	41% (583)	42% (607)
25th percentile and below	43% (605)	44% (632)
Total	1,420	1,451
Reading Comprehension		
75th percentile and above	22% (295)	35% (485)
26-74th percentile	41% (558)	31% (429)
25th percentile and below	38% (511)	35% (484)
Total	1,364	1,398
Vocabulary		
75th percentile and above	18% (241)	20% (272)
26-74th percentile	44% (604)	51% (708)
25th percentile and below	38% (519)	30% (418)
Total	1,364	1,398

Tier Transition

	Fall	Winter
Tier 1	52% (704)	61% (841)
Tier 2	15% (211)	11% (159)
Tier 3	33% (448)	28% (390)
Total	1,363	1,390

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	332	63	43
	Tier 2	35	59	114
	Tier 1	7	31	661
		1,363	374	153	818

63 + 43 + 114 = **220 students moving up**
35 + 7 + 31 = **73 students moving down**

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Fourth Grade

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Silent Reading Fluency		
75th percentile and above	41% (504)	33% (437)
26-74th percentile	40% (491)	46% (612)
25th percentile and below	19% (228)	21% (272)
Total	1,223	1,321
Reading Comprehension		
75th percentile and above	25% (356)	30% (426)
26-74th percentile	57% (813)	51% (738)
25th percentile and below	18% (264)	20% (282)
Total	1,433	1,446
Vocabulary		
75th percentile and above	30% (435)	19% (270)
26-74th percentile	44% (629)	50% (728)
25th percentile and below	26% (369)	31% (448)
Total	1,433	1,446

Tier Transition

	Fall	Winter
Tier 1	64% (918)	65% (935)
Tier 2	16% (234)	15% (216)
Tier 3	20% (280)	20% (288)
Total	1,432	1,439

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	189	41	36
	Tier 2	63	83	86
	Tier 1	26	85	794
	1,432	278	209	916

41 + 36 + 86 = **163 students moving up**
63 + 26 + 85 = **174 students moving down**

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Fifth Grade

Benchmark Distribution: National Norms Comparison

	Fall	Winter
Silent Reading Fluency		
75th percentile and above	32% (467)	34% (501)
26-74th percentile	50% (719)	46% (669)
25th percentile and below	18% (258)	20% (287)
Total	1,444	1,457
Reading Comprehension		
75th percentile and above	35% (544)	38% (598)
26-74th percentile	51% (801)	44% (689)
25th percentile and below	14% (219)	18% (282)
Total	1,564	1,569
Vocabulary		
75th percentile and above	28% (442)	20% (320)
26-74th percentile	46% (722)	58% (913)
25th percentile and below	26% (400)	21% (336)
Total	1,564	1,569

Tier Transition

	Fall	Winter
Tier 1	67% (1,042)	73% (1,137)
Tier 2	16% (259)	12% (188)
Tier 3	17% (260)	15% (241)
Total	1,561	1,566

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	163	53	35
	Tier 2	43	80	131
	Tier 1	22	50	950
		1,561	228	183	1,116

53 + 35 + 131 = **219 students moving up**
43 + 22 + 50 = **115 students moving down**

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District and Campus Data Analysis: Second-Grade Screening From BOY to MOY

Benchmark Distribution: National Norms Comparison

	DISTRICT		CAMPUS	
	Fall	**Winter**	**Fall**	**Winter**
Oral Reading Fluency				
75th percentile and above	13% (183)	13% (175)	12% (12)	12% (12)
26-74th percentile	45% (624)	46% (647)	38% (38)	37% (38)
25th percentile and below	42% (576)	41% (572)	51% (51)	51% (52)
Total	1,383	1,394	101	102
Reading Comprehension				
75th percentile and above	17% (229)	21% (291)	16% (16)	19% (19)
26-74th percentile	42% (555)	41% (560)	41% (41)	36% (37)
25th percentile and below	41% (536)	38% (526)	44% (44)	45% (46)
Total	1,320	1,377	101	102
Vocabulary				
75th percentile and above	16% (214)	21% (293)	16% (16)	22% (22)
26-74th percentile	33% (433)	38% (516)	24% (24)	34% (35)
25th percentile and below	51% (673)	41% (568)	60% (61)	44% (45)
Total	1,320	1,377	101	102

Tier Transition

	DISTRICT		CAMPUS	
	Fall	**Winter**	**Fall**	**Winter**
Tier 1	44% (583)	49% (676)	34% (34)	41% (42)
Tier 2	17% (224)	15% (203)	18% (18)	17% (17)
Tier 3	39% (513)	36% (496)	48%(49)	42% (43)
Total	1,320	1,375	101	102

DISTRICT

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	389	81	31
	Tier 2	57	82	81
	Tier 1	9	27	538
	1,320	455	190	650

81 + 31 + 81 = **193 students moving up**

57 + 9 + 27 = **93 students moving down**

CAMPUS

		Winter		
		Tier 3	Tier 2	Tier 1
Fall	Tier 3	38	7	2
	Tier 2	4	8	6
	Tier 1	0	1	33
	99	42	16	41

7 + 2 + 6 = **15 students moving up**

4 + 0 + 1 = **5 students moving down**

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District and Campus Data Analysis: Second-Grade Screening Across 2 Years

2018–2019	Tier 3 BOY	Tier 3 EOY	CHANGE	Tier 2 BOY	Tier 2 EOY	CHANGE	Tier 1 BOY	Tier 1 EOY	CHANGE
DISTRICT	**39%**	**26%**	**-13%**	**17%**	**8%**	**-9%**	**44%**	**66%**	**UP 22%**
Bil1 Campus	36%	31%	-5%	22%	11%	-11%	42%	58%	UP 16%
Bil2 Campus	48%	40%	-8%	27%	16%	-11%	25%	44%	UP 19%
Bil3 Campus	45%	35%	-10%	14%	6%	-8%	41%	59%	UP 18%
Bil4 Campus	43%	34%	-9%	19%	9%	-10%	38%	57%	UP 19%
Bil5 Campus	65%	53%	-12%	14%	8%	-6%	21%	39%	UP 18%
High1 Campus	20%	12%	-8%	22%	4%	-18%	58%	84%	UP 26%
High2 Campus	23%	5%	-18%	14%	5%	-9%	63%	90%	UP 27%
High3 Campus	39%	16%	-23%	13%	10%	-3%	48%	74%	UP 26%
Campus1	23%	11%	-12%	15%	6%	-9%	62%	83%	UP 21%
Campus2	49%	36%	-13%	18%	9%	-9%	33%	55%	UP 22%
Campus3	49%	34%	-15%	16%	5%	-11%	35%	61%	UP 26%
Campus4	37%	19%	-18%	18%	7%	-11%	45%	74%	UP 29%
Campus5	43%	27%	-16%	14%	8%	-6%	43%	65%	UP 22%
Campus6	39%	28%	-11%	19%	10%	-9%	42%	62%	UP 20%

2019–2020	Tier 3 BOY	Tier 3 EOY	CHANGE	Tier 2 BOY	Tier 2 EOY	CHANGE	Tier 1 BOY	Tier 1 EOY	CHANGE
DISTRICT	**36%**			**18%**			**46%**		
Bil1 Campus	36%			17%			47%		
Bil2 Campus	57%			21%			22%		
Bil3 Campus	51%			18%			31%		
Bil4 Campus	37%			19%			44%		
Bil5 Campus	81%			11%			8%		
High1 Campus	17%			14%			69%		
High2 Campus	14%			18%			68%		
High3 Campus	30%			22%			48%		
Campus1	25%			29%			46%		
Campus2	46%			18%			36%		
Campus3	47%			19%			34%		
Campus4	24%			17%			59%		
Campus5	34%			12%			54%		
Campus6	24%			17%			59%		

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Reading Rate Related to STAAR Outcomes: District Example

Grade	Correlation: EOY ORF and STAAR %	STAAR Score: 86%–100%			STAAR Score: 70%–85%		STAAR Score: 0%–49%		
		n	EOY ORF	Fluency Scores	*n*	EOY ORF	*n*	EOY ORF	EOY ORF
3 *n* = 869	.70	68	< 100 WCPM = 4 students (6%)	81, 95, 96, 99	172	< 80 WCPM = 12 students (7%)	355	< 80 WCPM = 223 students (63%)	< 100 WCPM = 318 students (90%)
4 *n* = 840	.61	63	< 115 WCPM = 4 students (6%)	89, 112, 113, 113	188	< 100 WCPM = 16 students (9%)	302	< 100 WCPM = 163 students (54%)	< 115 WCPM = 233 students (77%)
5 *n* = 740	.61	70	< 125 WCPM = 6 students (9%)	111, 114, 119, 120, 122, 124	249	< 100 WCPM = 14 students (6%)	146	< 100 WCPM = 75 students (51%)	< 125 WCPM = 126 students (86%)
6 *n* = 810	.58	71	< 130 WCPM = 4 students (6%)	124, 127, 128, 128	200	< 100 WCPM = 6 students (3%)	274	< 100 WCPM = 74 students (27%)	< 130 WCPM = 195 students (71%)
7 *n* = 825	.51	49	< 130 WCPM = 7 students (14%)	105, 113, 113, 118, 122, 129, 129	208	< 110 WCPM = 13 students (6%)	247	< 110 WCPM = 85 students (34%)	< 130 WCPM = 149 students (60%)
8 *n* = 744	.49	92	< 140 WCPM = 10 students (11%)	110, 114, 129, 130, 130, 132, 132, 136, 138, 139	215	< 115 WCPM = 11 students (5%)	126	< 115 WCPM = 43 students (34%)	< 140 WCPM = 80 students (63%)

Note. ORF = oral reading fluency; WCPM = words correct per minute.

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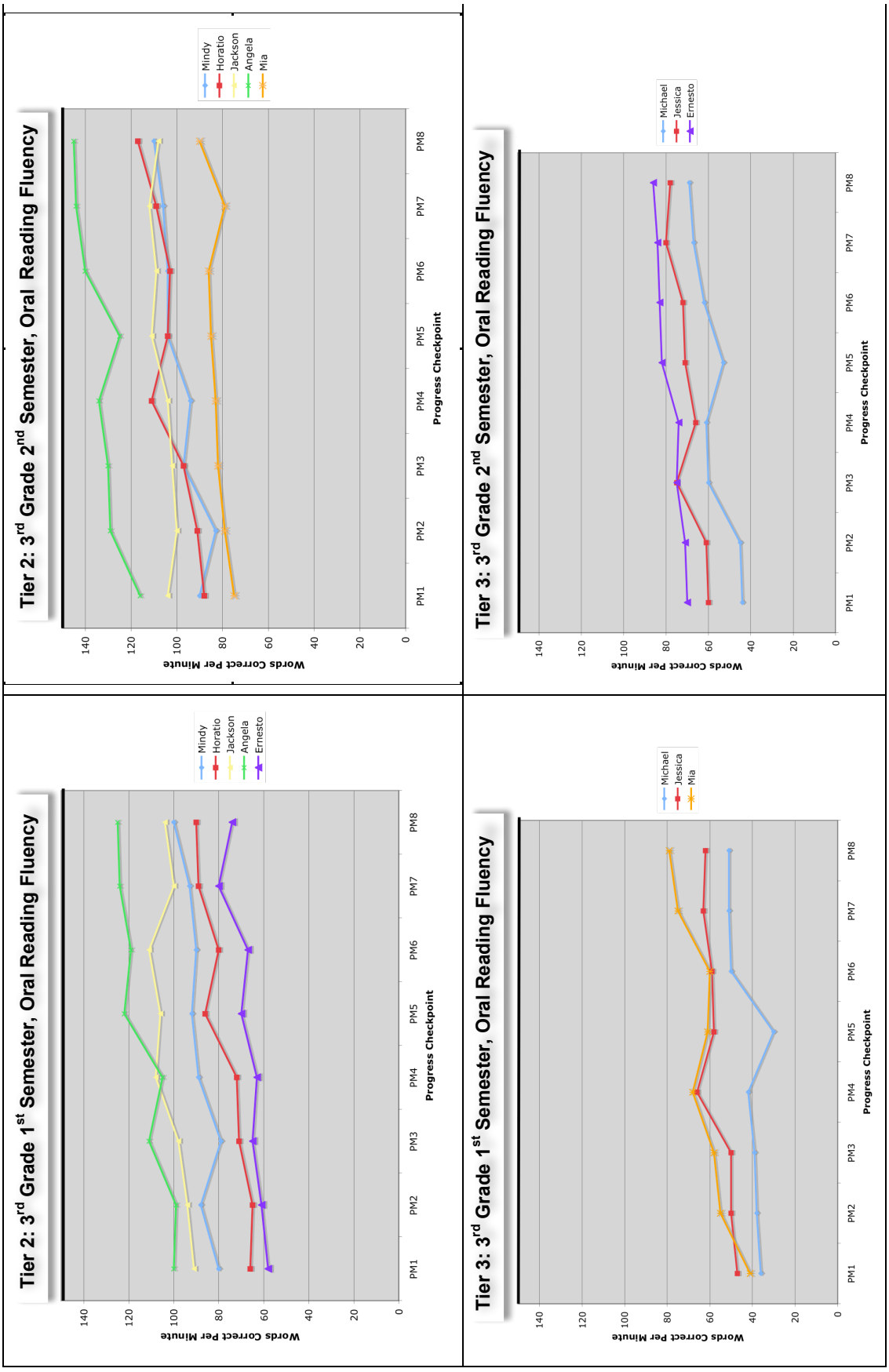
Data Analysis: Intervention Groups



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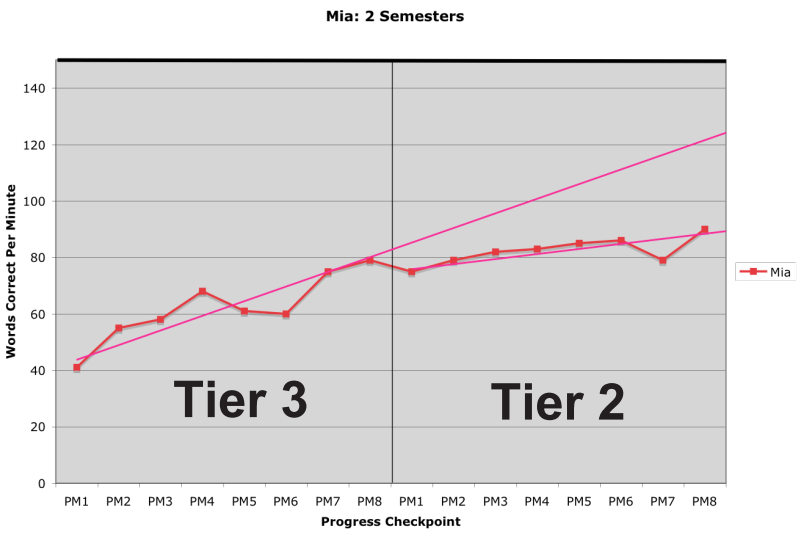

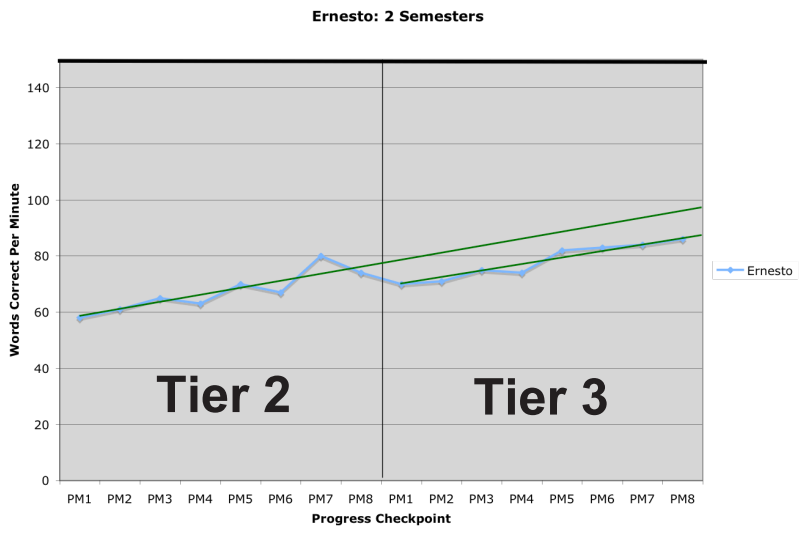

Improvement Across Semesters (Words Correct Per Minute)					
Tier 2, 1st Semester			**Tier 2, 2nd Semester**		
Mindy	80 to 100 wcpm	20 wcpm	Mindy	90 to 110 wcpm	20 wcpm
Horatio	66 to 90 wcpm	24 wcpm	Horatio	88 to 117 wcpm	29 wcpm
Jackson	91 to 104 wcpm	13 wcpm	Jackson	104 to 108 wcpm	4 wcpm
Angela	100 to 125 wcpm	25 wcpm	Angela	116 to 145 wcpm	29 wcpm
Ernesto	58 to 74 wcpm	16 wcpm	Mia	75 to 90 wcpm	15 wcpm
AVERAGE	79 to 99 wcpm	20 wcpm	AVERAGE	95 to 114 wcpm	19 wcpm
Tier 3, 1st Semester			**Tier 3, 2nd Semester**		
Michael	36 to 51 wcpm	15 wcpm	Michael	44 to 69 wcpm	25 wcpm
Jessica	47 to 62 wcpm	15 wcpm	Jessica	60 to 78 wcpm	18 wcpm
Mia	41 to 79 wcpm	38 wcpm	Ernesto	70 to 86 wcpm	16 wcpm
AVERAGE	41 to 64 wcpm	23 wcpm	AVERAGE	58 to 78 wcpm	20 wcpm

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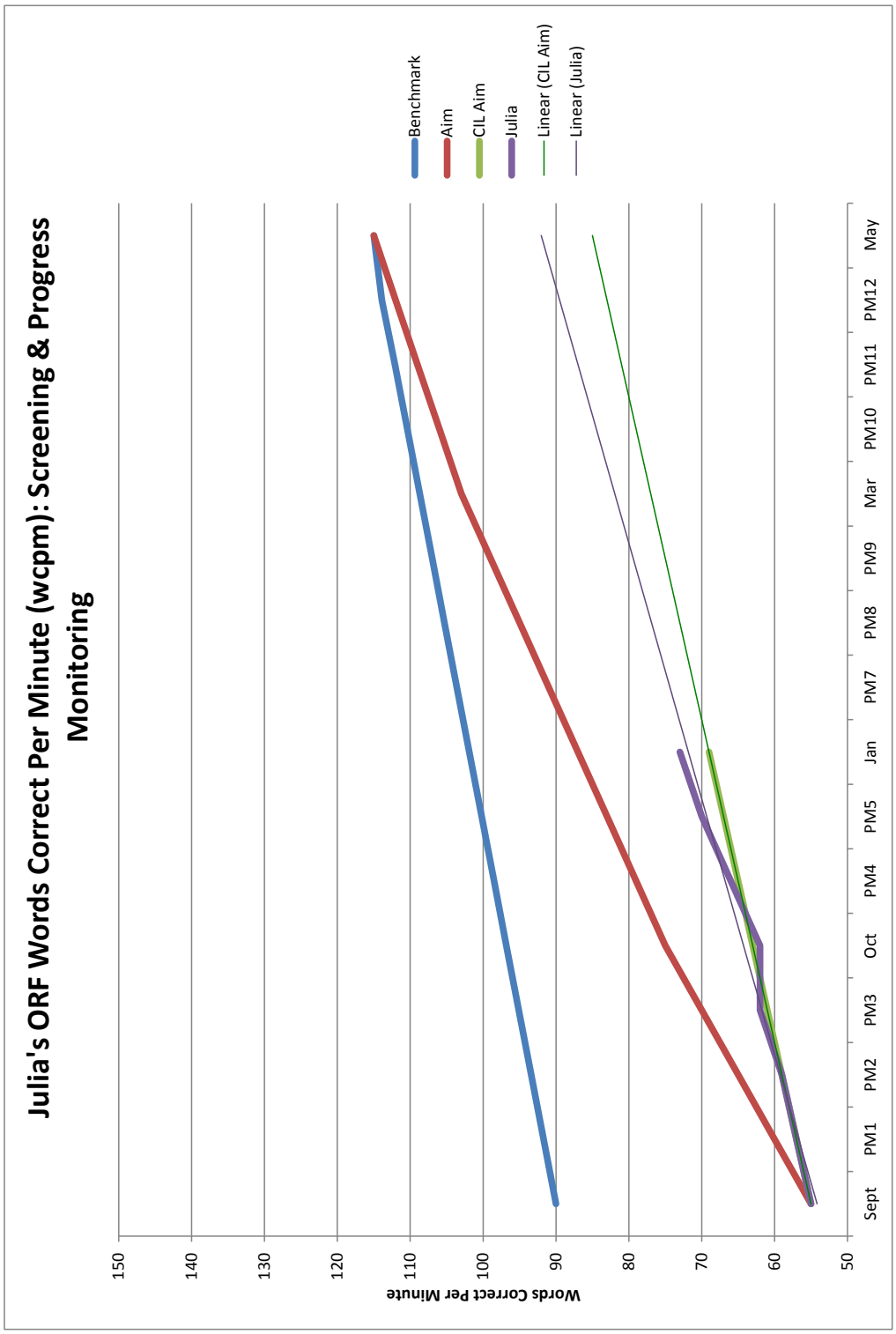
Line Graph Example

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	90	91.7	93.4	95.1	96.8	98.5	100.2	101.9	103.6	105.3	107	108.7	110.4	112.1	113.9	115
Aim	55	60	65	70	75	79	83	87	91	95	99	103	106	109	112	115
CIL Aim	55	57	59	61	63	65	67	69								
Julia	55	57	59	62	62	66	70	73								



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MOY and BOY Data: Two Classrooms

Student Name	Teacher	LEP	Sp Ed	BOY Overall	Nov Overall	MOY Overall	BOY NWF S	BOY NWF W	BOY ORF	Nov ORF	MOY ORF	Change in ORF MOY-BOY	BOY Accur	Nov Accur	MOY Accur	Change in Accur MOY-BOY	BOY Retell	Nov Retell	MOY Retell
A	Nunn	LEP	No	1-At Risk	1-At Risk	1-At Risk	28	5	13	22	30	17	68	81	81	13	11	2	13
B	Nunn	LEP	No	1-At Risk	1-At Risk	1-At Risk	26	2	23	43	36	13	74	88	82	8	11	11	17
C	Nunn	LEP	Yes	1-At Risk	2-Some Risk	1-At Risk	60	19	32	54	50	18	84	90	75	-9	0	0	17
D	Nunn	LEP	No	2-Some Risk	3-Low Risk	2-Some Risk	46	13	46	64	64	18	88	94	94	6	17	19	13
E	Nunn	LEP	Yes	2-Some Risk	3-Low Risk	2-Some Risk	79	22	49	64	67	18	96	86	92	-4	6	14	3
F	Nunn	LEP	No	2-Some Risk	3-Low Risk	2-Some Risk	66	18	38	69	67	29	90	95	96	6	28	27	26
G	Nunn	LEP	No	2-Some Risk	3-Low Risk	2-Some Risk	61	17	45	70	70	25	96	91	95	-1	19	7	16
H	Nunn	LEP	No	1-At Risk	3-Low Risk	3-Low Risk	83	26	32	70	74	42	86	93	99	13	6	14	27
I	Nunn	LEP	No	1-At Risk	3-Low Risk	3-Low Risk	36	1	30	63	79	49	79	93	96	17	0	22	13
J	Nunn	LEP	No	-	-	3-Low Risk	-	-	-	-	83		-	-	98		-	-	27
K	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	141	49	70	72	90	20	96	94	86	-10	9	13	21
L	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	86	21	62	77	92	30	95	96	96	1	42	18	34
M	Nunn	LEP	No	2-Some Risk	3-Low Risk	3-Low Risk	122	40	51	88	93	42	94	97	99	5	23	26	20
N	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	75	26	72	93	98	26	97	97	99	2	29	38	32
O	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	111	38	56	108	100	44	98	98	99	1	8	15	9
P	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	60	2	79	96	108	29	94	98	98	4	16	2	16
Q	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	83	32	73	99	111	38	100	83	99	-1	9	10	13
R	Nunn	LEP	No	-	3-Low Risk	3-Low Risk	-	-	-	150	117		-	100	99		-	69	31
S	Nunn	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	95	32	79	95	122	43	99	95	100	1	25	7	17
																		Change Scores	
																		ORF Aver.	29.5
																		Accur Aver.	3.1
1	Perez	Non	Yes	1-At Risk	1-At Risk	1-At Risk	25	4	4	19	13	9	36	68	68	32	0	2	5
2	Perez	Non	No	1-At Risk	2-Some Risk	1-At Risk	28	2	26	48	35	9	84	94	87	3	1	11	8
3	Perez	Non	No	2-Some Risk	2-Some Risk	1-At Risk	47	13	31	49	39	8	84	89	85	1	2	4	5
4	Perez	Non	Yes	2-Some Risk	2-Some Risk	1-At Risk	44	13	41	46	45	4	76	90	81	5	1	6	12
5	Perez	LEP	No	1-At Risk	2-Some Risk	1-At Risk	28	5	29	52	47	18	74	93	90	16	1	5	7
6	Perez	Non	No	2-Some Risk	2-Some Risk	2-Some Risk	29	8	44	57	56	12	85	97	95	10	1	3	3
7	Perez	LEP	No	2-Some Risk	2-Some Risk	2-Some Risk	83	8	33	52	58	25	85	94	96	11	2	3	20
8	Perez	LEP	Yes	1-At Risk	2-Some Risk	2-Some Risk	48	15	44	55	66	22	75	90	90	15	2	10	10
9	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	72	19	49	76	70	21	86	95	93	7	1	9	11
10	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	85	27	67	82	73	6	97	94	95	-2	1	16	11
11	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	47	13	68	87	73	5	86	87	100	14	3	16	23
12	Perez	Non	No	3-Low Risk	3-Low Risk	3-Low Risk	47	3	65	70	96	31	95	98	86	-9	1	0	19
13	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	138	42	101	112	105	4	96	99	98	2	1	12	15
																		Change Scores	
14	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	136	43	85	117	107	22	97	100	100	3	4	18	27
																		ORF Aver.	14.9
15	Perez	LEP	No	3-Low Risk	3-Low Risk	3-Low Risk	143	50	90	96	118	28	100	98	100	0	3	12	7
																		Accur Aver.	7.2

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